

## PENDERGRASS FAIRWOLD SCHOOL

5935 Token St.  
Columbia, S. C. 29203

GRADES	K-12 High School	
ENROLLMENT	38 Students	
PRINCIPAL	Patricia W. Brown	803-735-3435
SUPERINTENDENT	Dr. Ronald L. Epps	803-231-7500
BOARD CHAIR	Vince Ford	803-231-7556

### THE STATE OF SOUTH CAROLINA

#### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

N/A

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
N/A	N/A	N/A	N/A	N/A

#### IMPROVEMENT RATING:

N/A

#### ADEQUATE YEARLY PROGRESS:

NO

This school met 2 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	N/A	N/A	N/A
<b>2002</b>	N/A	N/A	N/A
<b>2003</b>	N/A	N/A	No
<b>2004</b>	N/A	N/A	No

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Passed 1 subtest</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Passed no subtests</b>	N/A	N/A	N/A	N/A	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	N/A	N/A

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	N/A	N/A
<b>Seniors who met the SAT/ACT requirement</b>	N/A	N/A
<b>Seniors who met the grade point average</b>	N/A	N/A

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	2	N/A
<b>Number of Diplomas</b>	0	N/A
<b>Rate</b>	I/S	N/A

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	N/A	N/A	2	I/S	I/S
Gender							
Male	N/A	N/A	N/A	N/A	1	I/S	N/A
Female	N/A	N/A	N/A	N/A	1	I/S	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	0	N/A	N/A
African-American	N/A	N/A	N/A	N/A	2	I/S	
Asian/Pacific Islander	N/A	N/A	N/A	N/A	0	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	0	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	0	N/A	N/A
Racial/Ethnic Group							
Non disabled	N/A	N/A	N/A	N/A	0	N/A	N/A
Disabilities other than speech	N/A	N/A	N/A	N/A	2	I/S	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	0	N/A	N/A
Non-migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	0	N/A	N/A
Non-Limited English Proficient	N/A	N/A	N/A	N/A	2	I/S	N/A
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	1	I/S	N/A
Full-pay meals	N/A	N/A	N/A	N/A	1	I/S	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	3	66.7	50.0	N/A	50.0	N/A	50.0	YES	NO
<b>Gender</b>									
Male	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	3	66.7	50.0	50.0	N/A	N/A	50.0	YES	NO
<b>Gender</b>									
Male	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
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Students (n= 38)

Retention rate	36.4%	Down from 40.7%	24.0%	9.1%
Attendance rate	90.6%	Up from 85.0%	97.5%	96.0%
Eligible for gifted and talented	0.0%	No change	0.0%	5.8%
With disabilities other than speech	72.7%	Up from 72.2%	14.0%	12.7%
Older than usual for grade	47.4%	Up from 45.8%	45.5%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	1.6%
Enrolled in AP/IB programs	0.0%	No change	0.0%	10.2%
Successful on AP/IB exams	N/AV		N/A	53.8%
Annual dropout rate	0.0%	No change	0.0%	2.7%
Career/technology students in co-curricular organizations	N/A	N/A	15.8%	3.6%
Enrollment in career/technology center courses	N/A	N/A	182	466
Students participating in worked-based experiences	N/A	N/A	18.7%	25.7%
Career/technology students mastering core competencies	N/A	N/A	60.9%	77.7%
Career/technology completers placed	N/A	N/A	97.2%	99.3%

Teachers (n= 16)

Teachers with advanced degrees	68.8%	Up from 53.3%	46.5%	52.0%
Continuing contract teachers	75.0%	Down from 93.3%	77.8%	82.1%
Highly qualified teachers**	88.9%	N/A	84.6%	89.5%
Teachers with emergency or provisional certificates	0.0%		4.8%	8.6%
Teachers returning from previous year	83.3%	Up from 79.6%	83.3%	86.2%
Teacher attendance rate	94.2%	Down from 94.3%	96.2%	95.3%
Average teacher salary	\$47,005	Up 2.1%	\$41,490	\$41,060
Prof. development days/teacher	9.1 days	Up from 5.0 days	8.2 days	10.6 days

School

Principal's years at school	3.0	Up from 2.0	2.5	3.0
Student-teacher ratio in core subjects	4.8 to 1	Down from 6.5 to 1	8.1 to 1	26.4 to 1
Prime instructional time	84.5%	Up from 79.0%	88.2%	90.0%
Dollars spent per pupil*	\$40,979	Up 27.4%	\$12,068	\$6,310
Percent of expenditures for teacher salaries*	54.9%	Down from 58.9%	61.0%	57.9%
Opportunities in the arts	Good	No change	Fair	Excellent
Parents attending conferences	99.0%	No change	80.5%	89.3%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Pendergrass Fairwold is a center-based facility for pre-school special education students and medically fragile profound and trainable mentally disabled students. We also house a vocational program for special education self-contained students not yet 21, whose parents request additional IDEA services

Our student focus for the year has been adapting state standards for our trainable and profound population so that they will have the skills and experiences needed to successfully meet the challenges of the PACT-Alt (Palmetto Achievement Challenge Test Alternative model), the HSAP-Alt (High School Alternative Assessment Program) and successfully complete IEP (Individual Education Program) goals. During the 2003-2004 school year, 79% of all Fairwold students mastered 70% or more of their IEP goals. Our staff development focus has been improving our use of communication devices so that our students learn and utilize communication systems that allow them to successfully express their needs and wants.

The school's continued goal for instruction and staff development is to refine teaching strategies so that students have the types of successful learning experiences that will help them lead a life as independent and as rewarding as possible.

Patricia W. Brown, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	12	0	3
Percent satisfied with learning environment	75.0%	N/R	I/S
Percent satisfied with social and physical environment	75.0%	N/R	I/S
Percent satisfied with home-school relations	66.7%	N/R	I/S

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.